

# Identifying and helping students develop confidence and growth mindset

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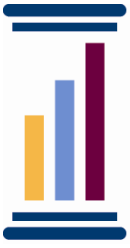
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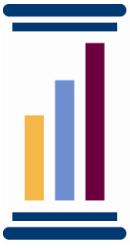


**INDIANA UNIVERSITY**



# We will cover. . .

- Overview of academic confidence, growth mindset, and strength-based advising
- Brief description of the *Beginning College Survey of Student Engagement* (BCSSE)
- Results from research questions:
  1. What are the high school academic experiences associated with students' academic confidence and growth mindset?
  2. How does a students' academic confidence and mindset relate to indicators of success during the first year?
- Discussion Questions
  1. How is strength-based advising related to academic confidence and mindset?
  2. How can advisors apply strength-based advising and data tools to boost academic confidence and a growth mindset?



# Academic Confidence

*Academic confidence* is similar to *academic efficacy* when it represents “both an affirmation of a capability level and the strength of that belief.”

Bandura (1997) p. 382

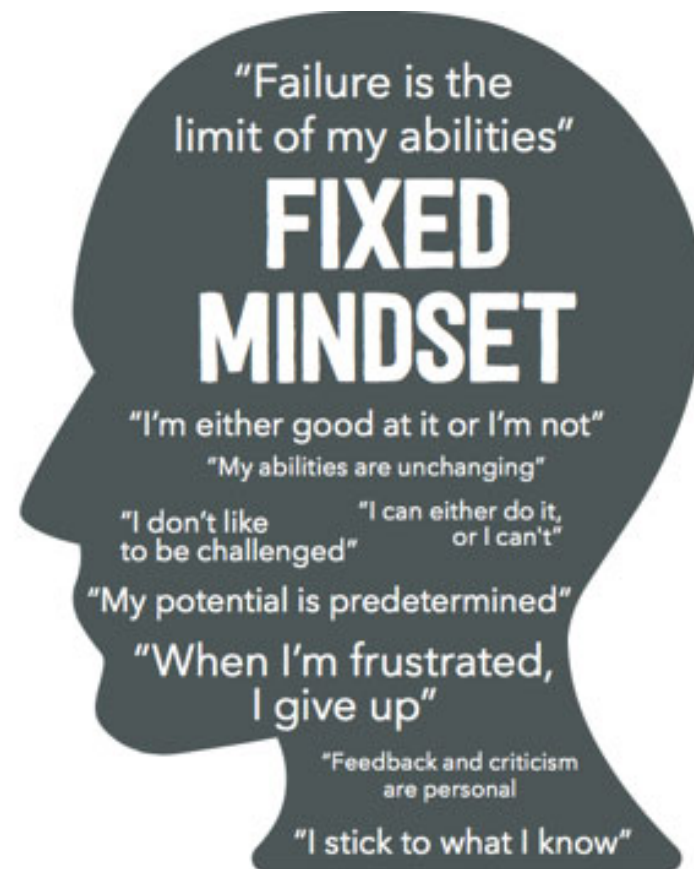
Academic confidence includes:

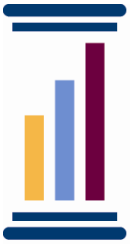
- Beliefs in one’s capabilities to organize and execute the courses of action necessary to achieve a goal.
- People make judgements about their ability to perform certain actions.
- Based on judgment, they proceed or decide not engage in those actions.



# Growth Mindset

*Mindset*: the set of assumptions, values, and beliefs about oneself and the world that influence how one perceives, interprets, and acts upon one's environment (Dweck, 1999).

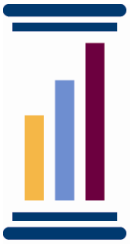




# Discussion

How do you identify students with low confidence or fixed mindset?

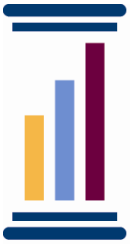




# Strengths-Based Advising

*Advisors should help students “**leverage talents to address obstacles that may emerge in the future**” (Schreiner, 2013).*

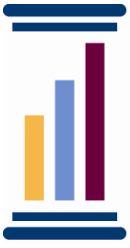
1. Goal is to identify and reinforce academic strengths that are specific and meaningful for that student
2. Identify academic challenges that indicate low confidence/fixed mindset
3. Leverage academic strengths when addressing confidence/fixed mindset



# Strengths-Based Advising

Schreiner (2013):

- Deficit remediation vs. strengths development
- Focus on talents and personal assets
- Associated with engaged learning, higher grades, and overall satisfaction

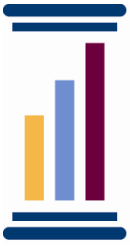


# Strengths-Based Advising

Work with students to develop talents into strengths

- Nurture intrinsic motivation by helping students to identify ways they to can enhance their strengths → **Confidence**
- Strength-development motivates students to persevere and overcome obstacles → **Growth Mindset**





# Data Source

Data source:

- BCSSE 2018
  - Administered to entering FY students during the summer and early fall
- NSSE 2019
  - Administered to FY and SR students during winter/spring
- BCSSE data: More than 70,000 entering first-year students enrolled at 129 baccalaureate-level institutions
- BCSSE-NSSE combined data file: more than 9,000 FY students completed both



# Confidence and Mindset

## High School experiences include:

- Writing and Reading
- Studying
- Learning Strategies
- Quantitative Reasoning
- Reflective Learning

## First-Year Expectations include:

- Writing and Reading
- Studying
- Student-Faculty Interactions
- Discussion with Diverse Others
- Collaborative Learning
- Academic Perseverance (Q17a-f)
- Expected Academic Difficulty
- Perceived Academic Preparation (Q20a-g)
- Importance of Supportive Environment

**Beginning College Survey of Student Engagement**

We are interested in your high school experiences and how often you expect to participate in certain activities during your first year of college. The information that you provide will help your institution improve teaching, learning and the quality of the student experience. Thanks for your help. Write or mark your answers in the boxes. Examples: ☒ or ☒

Please print your student ID number in the box below. Do not print your Social Security number.

Please write in the 5-digit ZIP code of your home during your last year of high school.

(U.S. residents only.)

**HIGH SCHOOL EXPERIENCES**

1 Please write in the year you graduated from high school (for example, 2019):

2 From which type of high school did you graduate? (Select only one.)

☐ Public ☐ Home school  
☐ Private, religiously-affiliated ☐ Other (e.g., GED)  
☐ Private, not religiously-affiliated

3 What were most of your high school grades? (Select only one.)

☐ A+ ☐ B+ ☐ C+ ☐ Grades not used  
☐ A ☐ B ☐ C  
☐ A- ☐ B- ☐ C- or lower

4 To date, in which of the following math classes have you earned a grade of "C" or better? (Select all that apply.)

☐ Algebra II ☐ Pre-Calculus/Trigonometry  
☐ Calculus  
☐ Probability or Statistics

5 If you completed the SAT and/or ACT, enter your scores below (as best you remember):

SAT (possible range=200-800) ACT (possible range=1-36)

Reading & Writing:        
Math:        
Composite:

Are these SAT scores from March 2016 or later?  
☐ Yes ☐ No

6 During high school, how many of the following types of classes did you complete?

Classes: 0 1-2 3-4 5-6 7-8 9-10 11 or more

a. Advanced Placement (AP) ☐ ☐ ☐ ☐ ☐ ☐ ☐  
b. College or university courses for credit ☐ ☐ ☐ ☐ ☐ ☐ ☐  
c. International Baccalaureate (IB) ☐ ☐ ☐ ☐ ☐ ☐ ☐

7 During your last year of high school, about how many papers, reports, or other writing tasks of the following lengths did you complete?

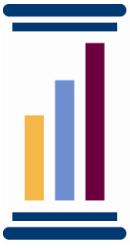
a. Up to 5 pages  
☐ None ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ More than 20  
b. Between 6 and 10 pages  
☐ None ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ More than 20  
c. 11 pages or more  
☐ None ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ More than 20

8 During your last year of high school, about how many hours did you spend in a typical 7-day week doing the following?

a. Preparing for class (studying, reading, doing homework, etc.)  
☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30  
Hours per week  
b. Working for pay  
☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30  
Hours per week  
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)  
☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30  
Hours per week  
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)  
☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30  
Hours per week

9 During your last year of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?

☐ Very little ☐ Some ☐ About half ☐ Most ☐ Almost all



# Confidence and Mindset

## Confidence

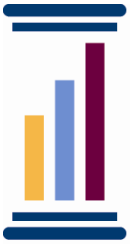
*How prepared for academic work*

- Write clearly and effectively
- Speak clearly and effectively
- Think critically and analytically
- Analyze numerical and statistical information
- Work effectively with others
- Use computing and information technology
- Learn effectively on your own

## Mindset

*How certain they will persevere*

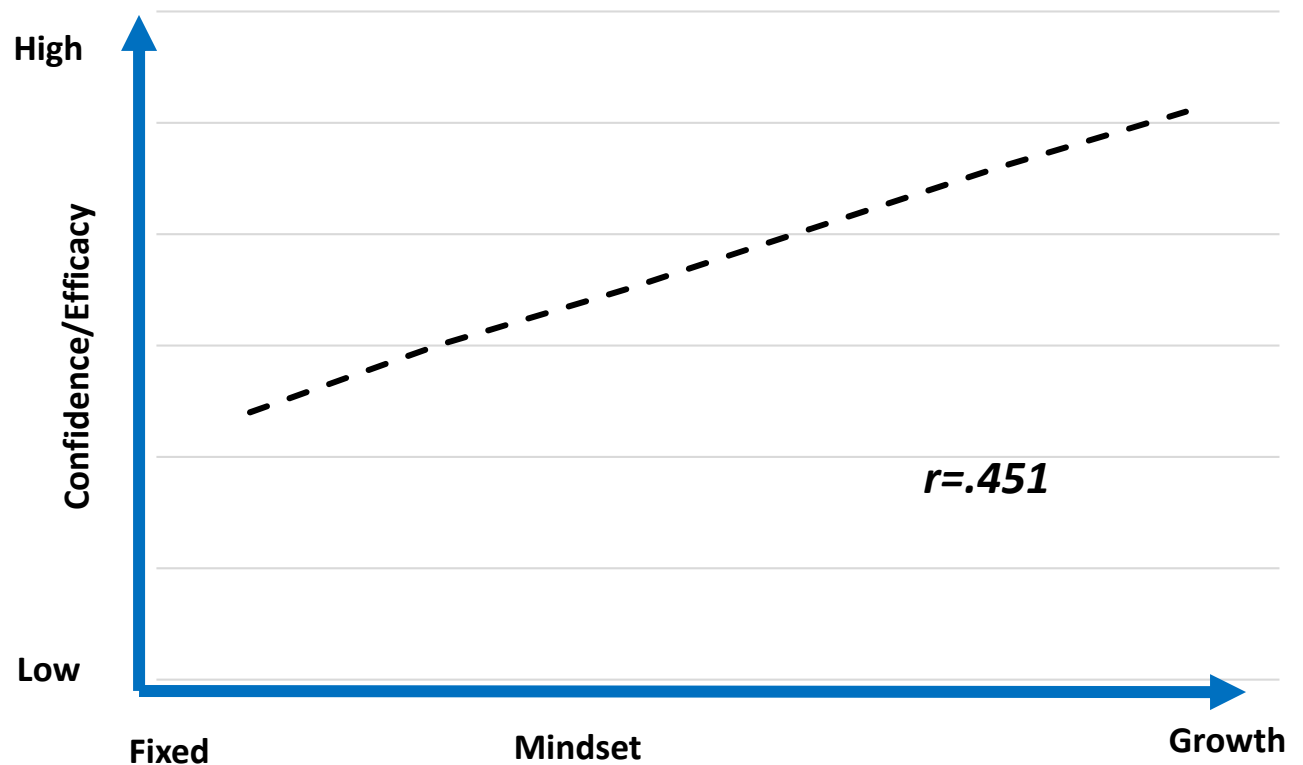
- Find additional information . . . when you don't understand the material
- Finish something you have started when you encounter challenges
- Stay positive, even when you do poorly on a test or assignment
- Study when there are other interesting things to do

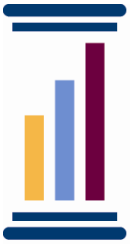


# Confidence and Mindset

These constructs are:

- Correlated, but different
- Situated/context dependent
- Changeable (we hope!)





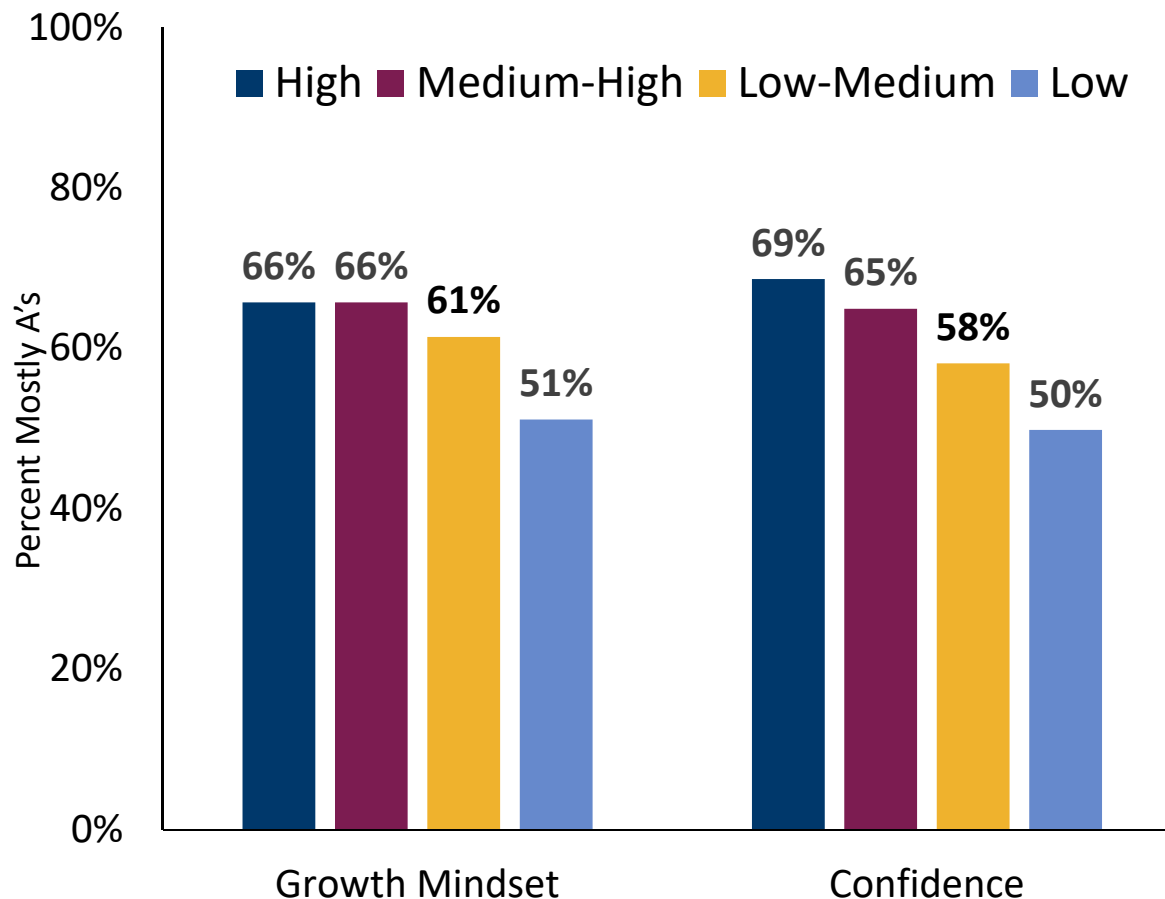
# Research Questions

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2. How does a students' academic confidence and mindset relate to indicators of success during the first year?

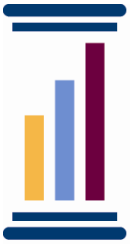


# High school academic experiences associated with academic confidence and mindset

## Growth Mindset and Confidence

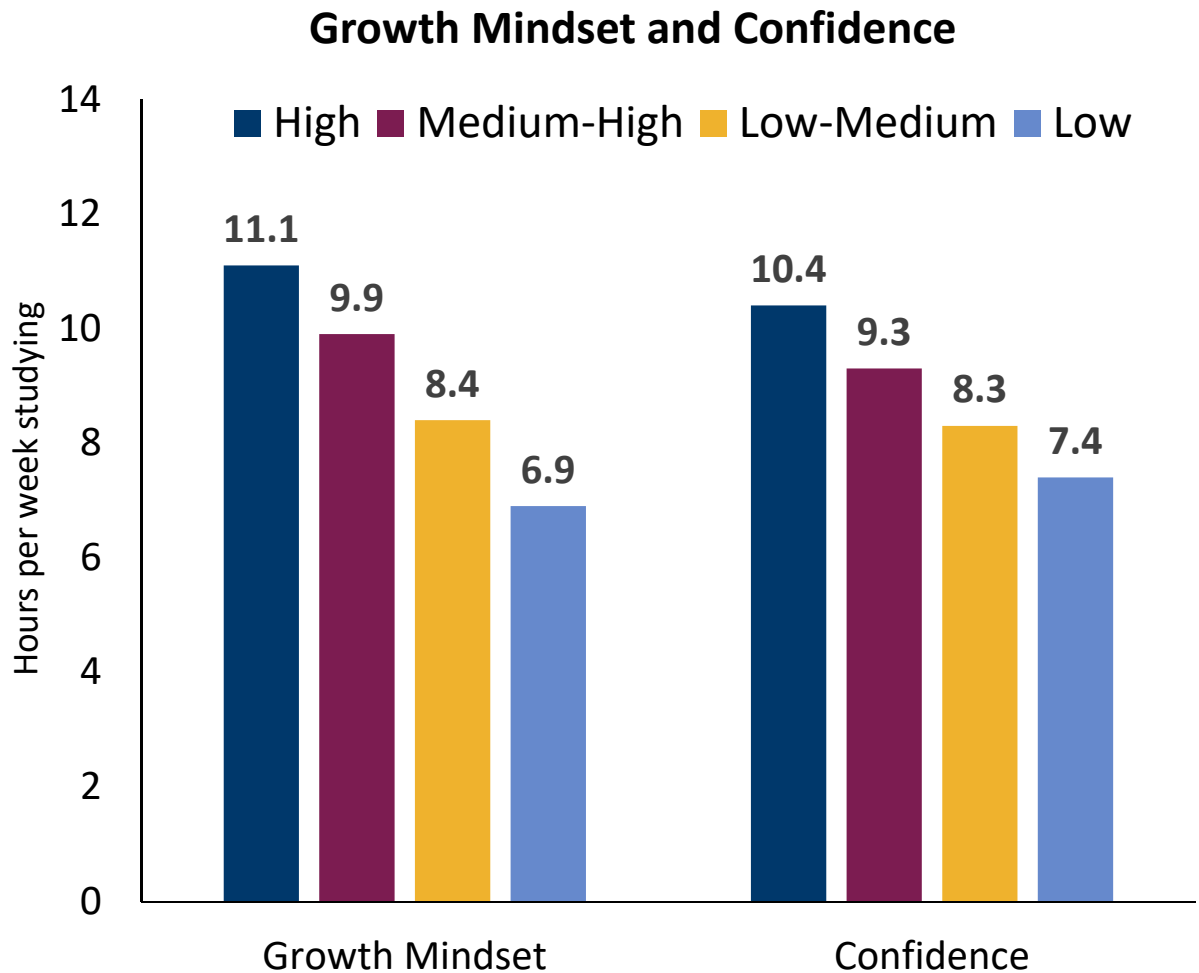


*Students who mostly get A's in high school are more likely to have a growth mindset and high confidence*



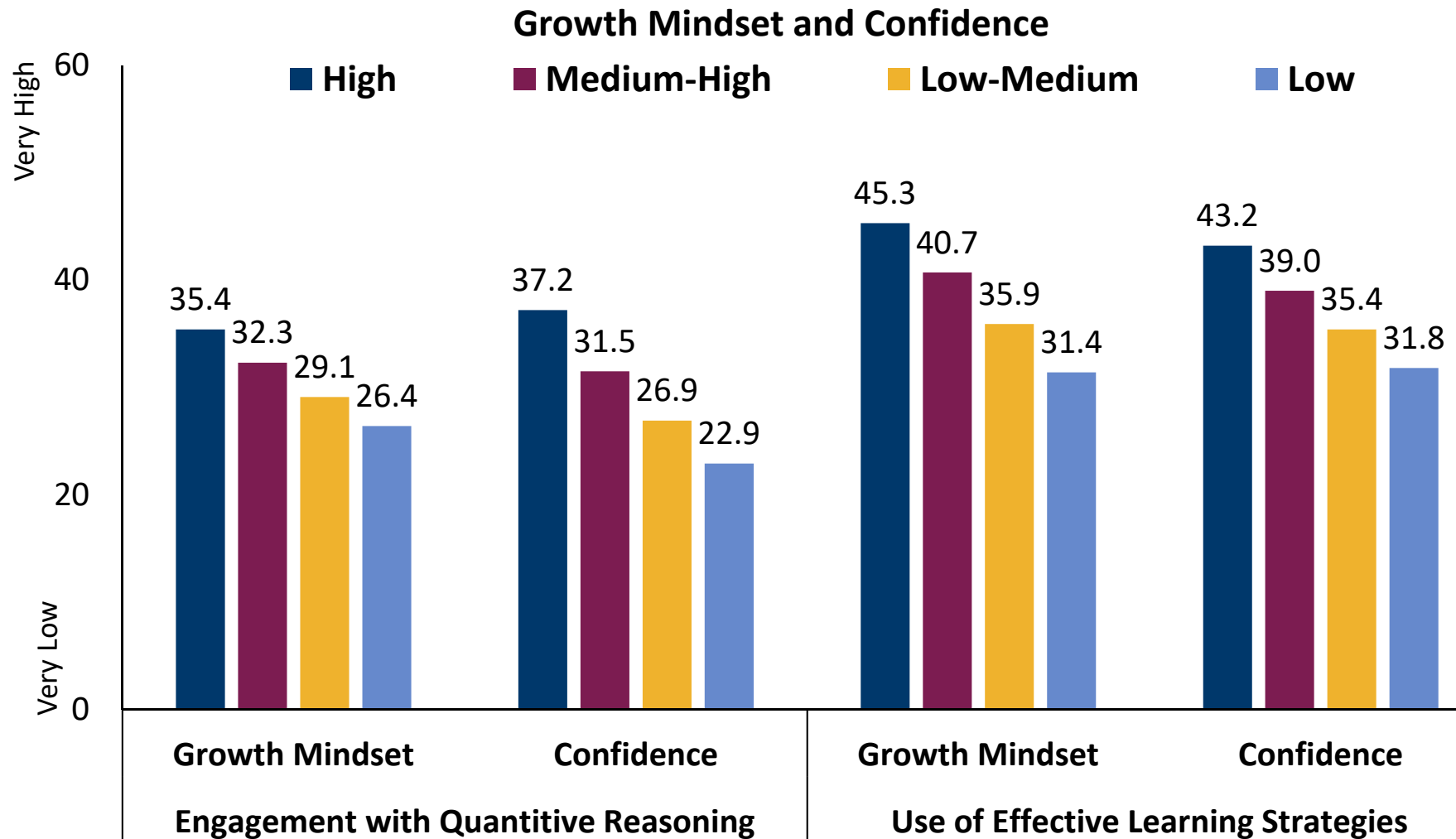
# High school academic experiences associated with academic confidence and mindset

*Similarly, students who study more hours per week in high are also more likely to have growth mindset and high confidence*

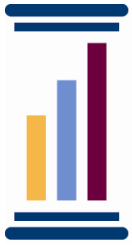




# High school academic experiences associated with academic confidence and mindset

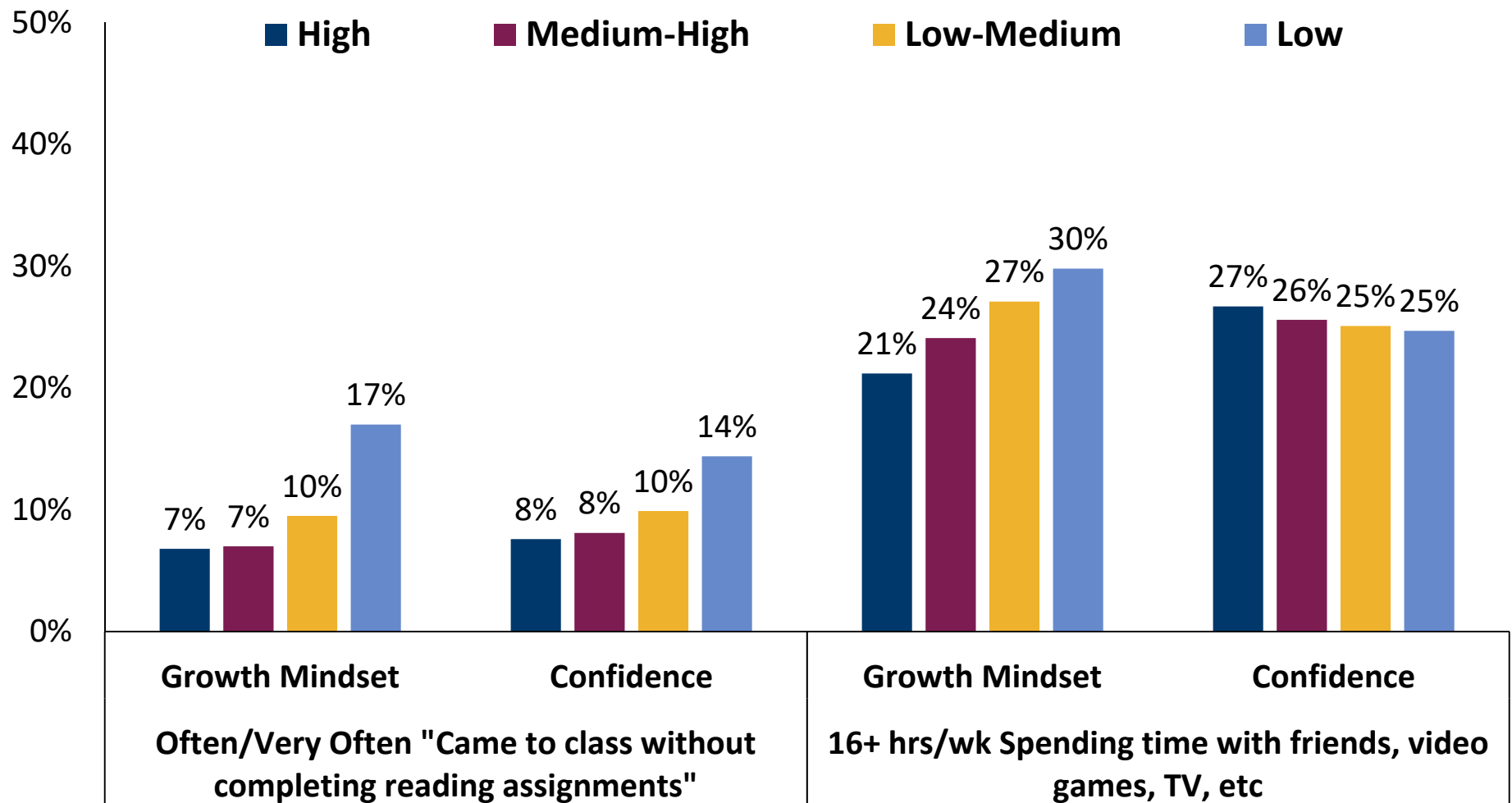


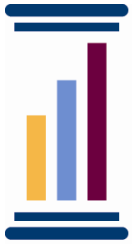




# High school academic experiences associated with academic confidence and mindset

## Growth Mindset and Confidence

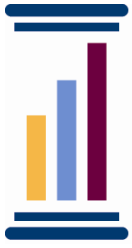




# Academic confidence and mindset related to success during the first year

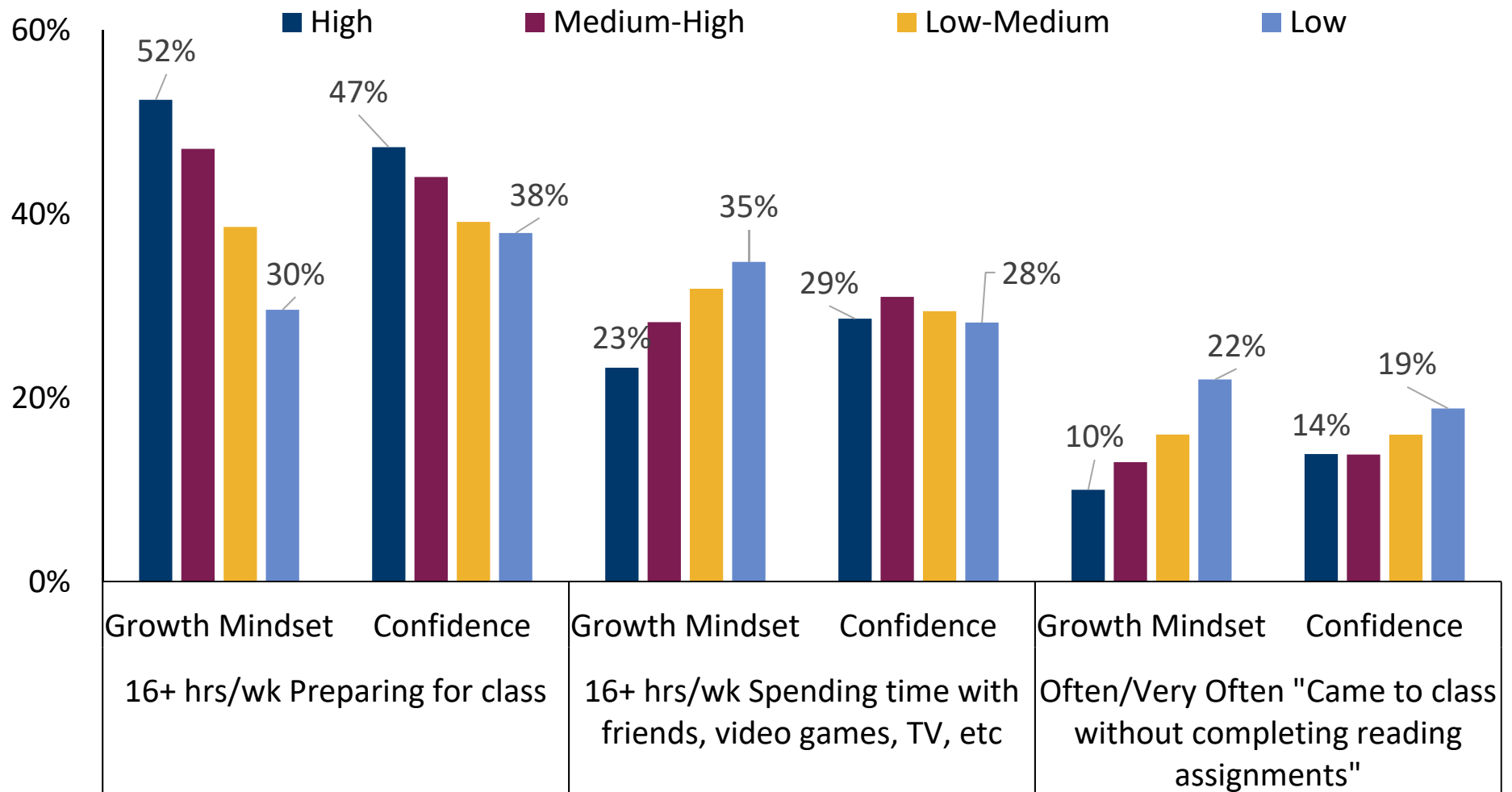
For research question 2, we used data from students who completed both BCSSE (summer/early fall 2018) and NSSE (winter/spring 2019).

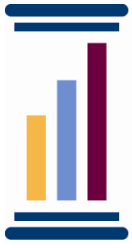
This is a longitudinal data set that allows us to look at entering student characteristics and expectations for engagement with their reported actual engagement about 6 months later.



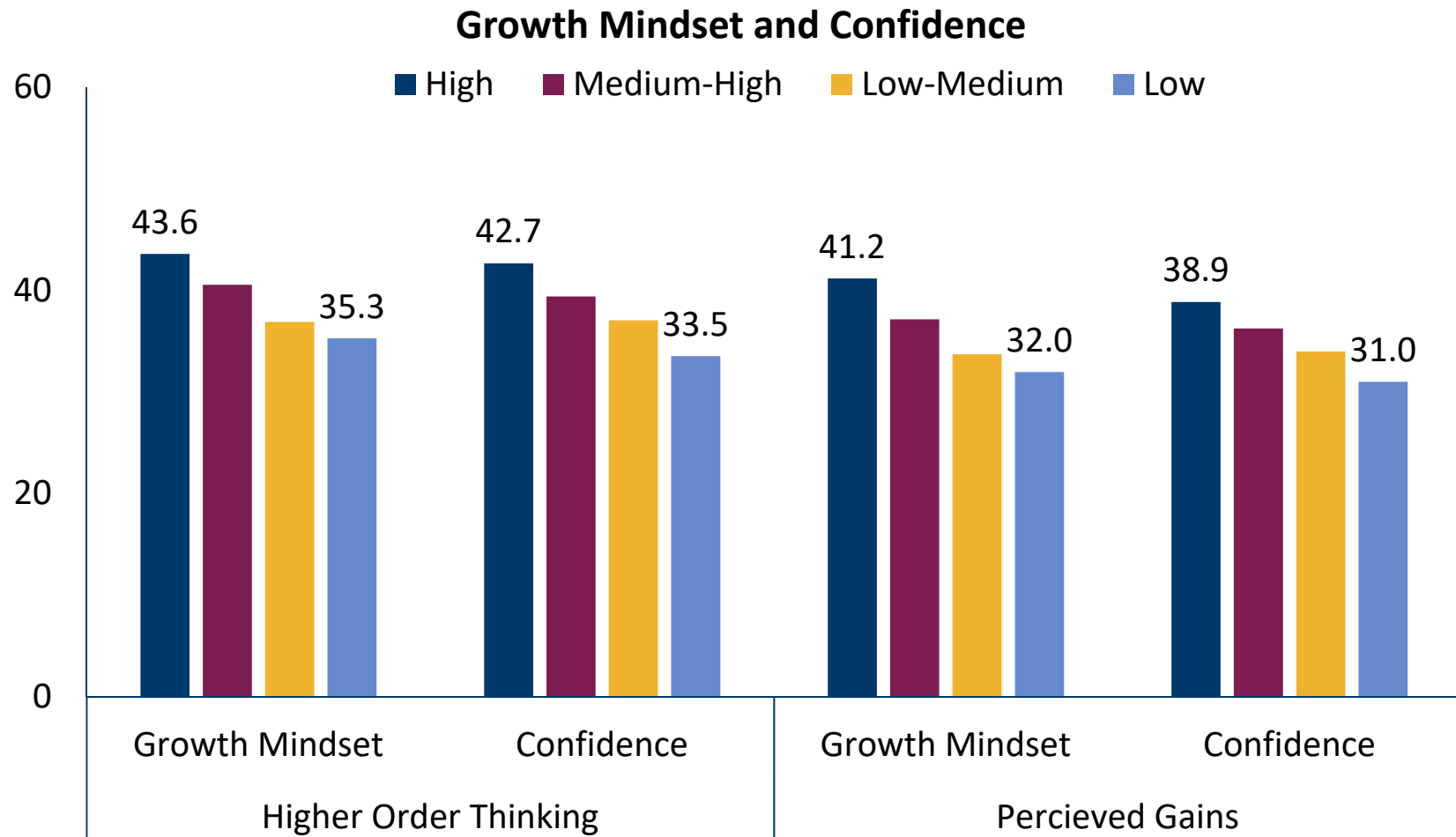
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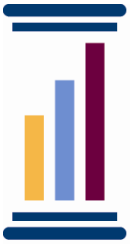
## Growth Mindset and Confidence





# Academic confidence and mindset related to success during the first year





# Advisee's with Fixed Mindset

## Possible Attributes

- Negative self talk about their perceived academic abilities
- Poor self-regulatory processes (study and organizational skills)
- Lacks intrinsic motivation
- Low academic self-efficacy

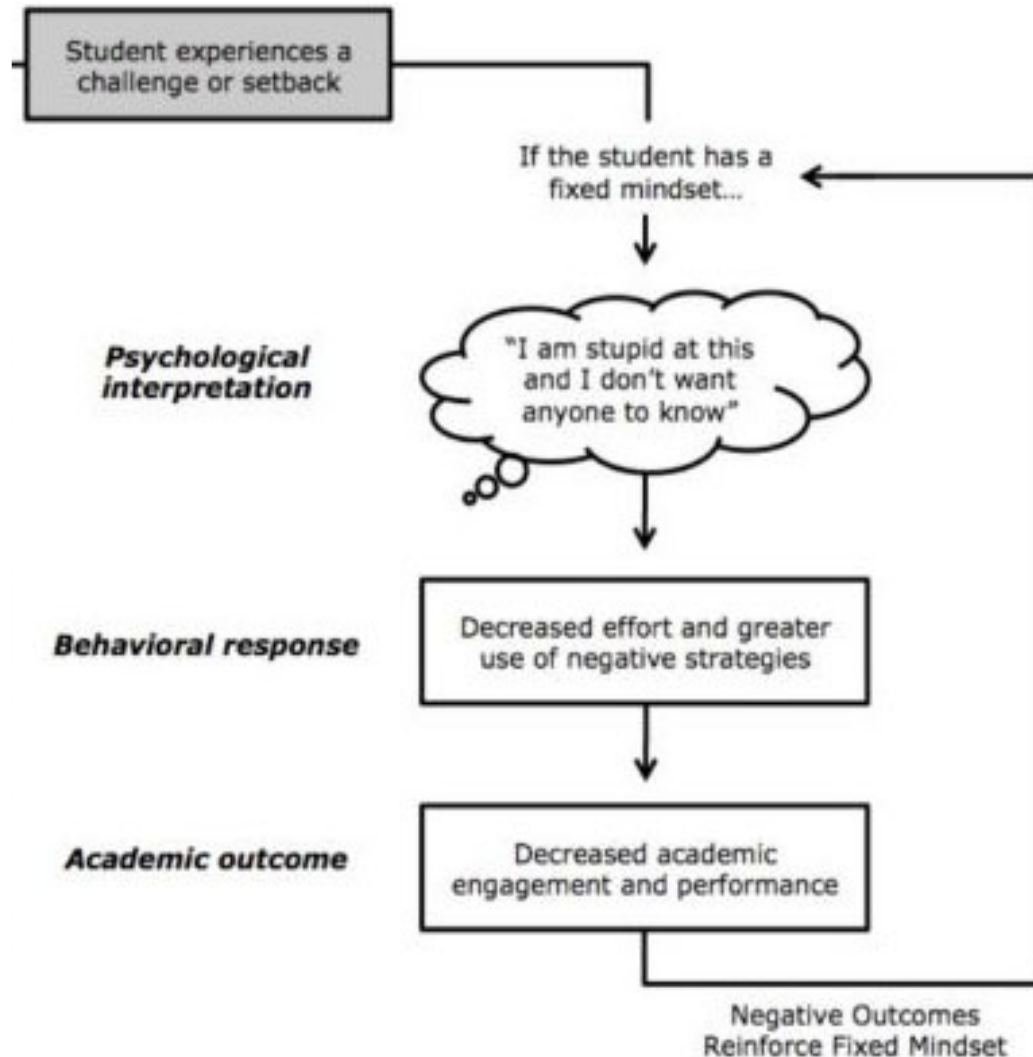
## When faced with academic setback

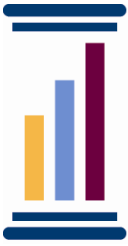
- Students believe people have a certain amount of intellectual abilities, and that is unchangeable
- Failure cannot be avoided as it is outside of the their control
- Because the mind is fixed students apply less effort



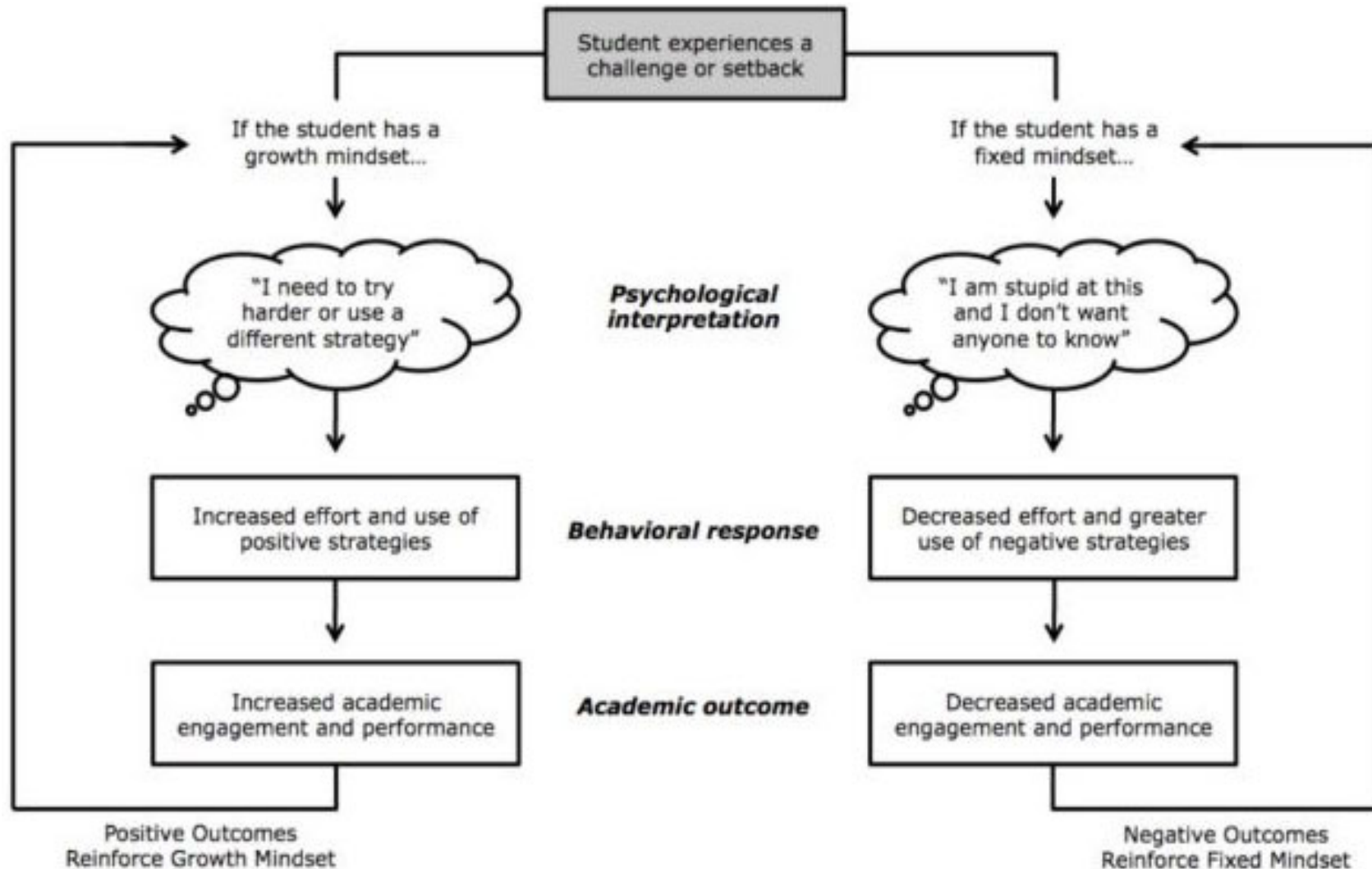


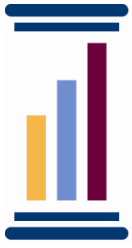
# Academic Challenges





# Academic Challenges





# Fostering Confidence and Growth Mindset

## Moving from Fixed → Growth

- Educate students about growth mindset
  - Teach the science behind growth mindset and student success.
  - Intelligence is malleable, it can be enhanced and adapted.

## Encourage Mastery

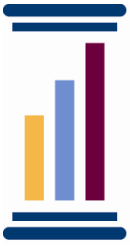
- Challenging activities promote cognitive development; success takes effort

## Define Success in Terms of Improvement

- Discourage comparing performance to others; do point out “good habits” of those that are successful.
- When setbacks occur, frame the conversation around strategies for improvement rather than abilities.







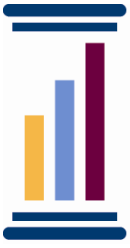
# Connecting the Dots: Using Data to inform your practice

## Connecting Dots

- Educate your campus on the impact of mindset on student success.
- Center advising sessions around students efforts.
- Help students identify their strength and set goals.
- Share your ideas of the learning process: students want to know!

## Growth mindset interventions

- Workshops or On-line modules centered around building growth mindset in college students.
- Providing space for students with fixed mindsets to be reflective.



# Identifying students' strengths

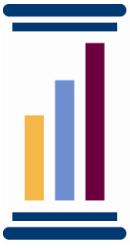
## What should you ask?

- What did you learn with the greatest ease in high school?
- What subjects do you enjoy studying the most?
- What brings out your best? As you think about a time when you did something well, what were the ingredients of that success? What kind of environment and what kind of people tend to bring out the best in you?
- What fascinates you?
- What would peers or teachers say they like best about you?

## Tools to Assess Students Strengths

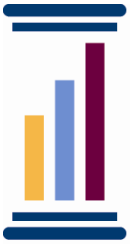
- Gallup Strengths Quest Inventory
- Myers-Briggs
- Strength-Based Advising Question Set





# Strengths-Based Advising : Steps

- **Step 1:** Identify your students' strengths
- **Step 2:** Affirm their strengths and increase their awareness of these strengths.
- **Step 3:** Envision the future by discussing their aspirations and how their strengths can help them reach their goals.
- **Step 4:** Plan specific steps that students can take to meet their goals.
- **Step 5:** Apply strengths to challenges they face.

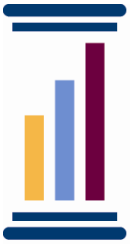


# Advising Scenario

**Jordan** is a first-generation college sophomore who comes to Ryan, an academic advisor, and says, “I’m having trouble in two of my classes. I cannot learn the material my professor is teaching in one of them, but it’s a required course in my intended major. The other is only a general education course, but I keep getting low grades on the writing assignments. If I do poorly, this will lower my GPA, and I just got off academic probation last term. I want to apply to become a business major, but I do not know if I can pass this one course and that would really disappoint my family. What do you suggest I do?”

**Additional information about Jordan that may be helpful:**

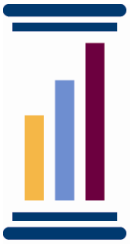
He was conditionally accepted because although his high school grades and SATs were not stellar, he had strong recommendations for his leadership skills. He knows he wants to work in business or policy after he graduates, but right now does not have the grades to be accepted into the Business Management major.



# How can you foster growth mindset?

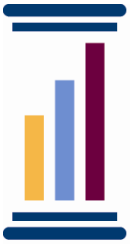
What are examples of ways you can foster growth mindset and academic confidence in students at your own institutions?





# Strength-Based Advising in Action Let's Discuss

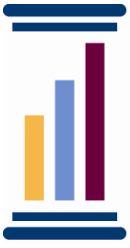
- How is strength-based advising related to academic confidence and mindset?
- How can advisors apply strength-based advising and available data to boost academic confidence and a growth mindset?



# Facing Challenges

**Students don't need to feel like  
they are going it alone.**



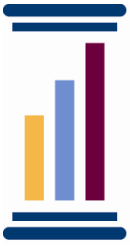


# Facing Challenges

**Advisors, faculty, and staff play a key role in helping students to gain the confidence to say, “I can do that”.**







# THANK YOU!

**Please contact me with any questions or comments.**

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## BCSSE

beginning college survey  
of student engagement